



# Pupil Relationship Policy

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## Review

This policy is reviewed annually by the Board of Trustees of The LEARNERS' Trust. Any changes made to this policy by the Board of Trustees will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

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# Pupil Relationship Policy

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## **AIM**

To promote and maintain positive behaviour in a safe environment to enable effective learning.

For all pupils to have their individual needs met.

For pupils to feel safe and happy at school.

This policy is based on our School Vision and ethos – it is important for us that our pupils feel happy and secure, that they show courtesy and respect for others and that they have the opportunity to develop their self-esteem and confidence. The policy has been written alongside the Government Guidance '*Behaviour in Schools Advice for Headteachers and School Staff 2022*' and the current '*Keeping Children Safe in Education*' guidance.

## **INTRODUCTION**

The school places great emphasis on the safety and wellbeing of its pupils and staff. At Ashgate Croft we have adopted the Team Teach approach to behaviour support and this is approved by BILD (British Institute of Learning Disabilities) and CPD certified. Ashgate Croft School recognise the Local Authority policy and guidance on Positive Behaviour Support (including Physical Intervention) and agree to work within these guidelines, including minimising the use of physical interventions (and using the least restrictive intervention) through emphasis on sound behavioural support strategies.

There are five Team Teach instructors in school, who have annual recertification and lead all training in school. All new class staff will receive Level Two Positive Behaviour Training and office-based staff will receive Level one Positive Behaviour Training as part of their induction. All staff will continue to receive refresher training biannually (Level Two) or three yearly (Level One) and any pupil specific physical interventions are also refreshed annually or retaught as a module for new staff. There is ongoing support and training in behaviour support throughout the year. Training to support the needs of all pupils is ongoing and these complement Team Teach training received by staff (e.g., Autism, Attachment, sensory integration, curriculum development, attention autism).

It is the responsibility of all staff to follow and work within the Team Teach Philosophy. All staff work within school policies and work together as a team, communicating effectively and in a professional manner.

We place emphasis upon promotion of positive behaviour rather than dwelling on behaviour that challenges.

Positive behaviour support includes everything that Ashgate Croft does to support the pupils including curriculum, teaching strategies, physical environment, communication needs and sensory needs. Being proactive is 95% of what we do.

All pupils' achievements are positively recognised, and Parent/Carers are informed. This policy refers to positive behaviour throughout the school day, including breaks and lunchtimes.

## **ATTACHMENT AND RELATIONSHIP AWARE SCHOOL**

Ashgate Croft School is an Attachment and Relationship Aware School. We believe that positive, consistent, defined relationships between all adults and children are the root of positive behaviour and attitudes to learning.

We believe that all behaviour is a communication of a need whether conscious or unconscious and that we need to respond accordingly. We will strive to take a non-judgemental, curious, and empathic attitude towards behaviour. At Ashgate Croft School, all staff will respond to behaviour that challenges in a way that focuses on the feelings, emotions and physical and environmental factors that might drive the behaviour and our behaviour support strategy supports this through behaviour analysis.

We believe that, as adults, we should always model calm, controlled and caring behaviour and strive to provide the strategies for our pupils to enable them to mirror this. We always want to recognise and celebrate pupils when they are demonstrating positive and calm behaviour, whether that be through the way they interact with others, their independence or through their work and we do this across school with the use of our Proud Cloud systems in class and verbal recognition throughout the day.

We aim to put relationships first. This requires a school ethos that promotes strong relationships between staff, pupils, and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect, and value for all members of the school community.

## **WHAT IS 'POSITIVE BEHAVIOUR SUPPORT'?**

Positive Behaviour Support involves proactive strategies and/or interventions to address individual needs before problems arise. If proactive interventions/strategies are effective, incidents of behaviours that challenge should reduce. Plans are primarily proactive (95%) and involve some level of physical intervention (5%).

Analysis of the function(s) of behaviour and focus on meeting needs and developing skills so that behaviours that challenge are less likely to occur.

## **POSITIVE BEHAVIOUR SUPPORT AT ASHGATE CROFT**

**FOLLOWING AN INCIDENT OF ANY BEHAVIOUR WHICH CAUSES CONCERN INCLUDING ANY USE OF PHYSICAL INTERVENTION**

- These should be recorded using an ABC sheet online using IRIS software. The link member of the leadership team for the class will receive online notification and will monitor and provide feedback as necessary either face-to-face or using the IRIS software.
- Any such incident which needs recording over lunchtime should be reported verbally to class staff by Midday Supervisors or staff on duty. Class staff should complete an ABC tracking sheet using the IRIS software, with the Midday Supervisor if possible.
- Any alleged bullying or racial incidents should be recorded using the IRIS software as above. The procedures stated in the Anti-bullying Policy will then be followed.
- During a crisis situation:
  - If you require additional support during an incident, please call for the leadership team using TeamSOS.

- Leadership team members and/or pastoral support will always try to support and other classes will be aware of the incident/ possibly provide support and keep clear.
- When support arrives, staff must provide **clear instructions** regarding what you want the support to do or who you want them to be with.
- If a staff member needs time out please make this clear when support arrives so that staff can be swapped/ sought.
- Please note that if a staff member needs time out after an incident there is normally someone in the Admin office to provide a warm drink and emotional support and the school health officer can be contacted for any medical issues.
- Post Incident Support:
  - Staff to use post incident support if and when they feel it necessary. They should contact the leadership team to arrange.
  - De-briefing should take place as soon as possible after an incident has occurred, preferably at the end of the day (Hot Debrief).
  - A Hot Debrief should allow ventilation of feelings in a controlled, safe environment and should offer the opportunity for staff to express themselves without fear of reprisal or accusations of unprofessional behaviour.
  - Staff should not have to take strong feelings home with them at the end of the day / shift.
  - A further Debrief will then happen within the next 48-72 hours, this is to reflect on the incident in a more detailed approach (Cold Debrief). This will allow staff members to reflect and seek out support on how to manage the situation in a safer way in future.

*(post incident support may also be required following serious medical/safeguarding incidents- follow the same process)*

## **RISK ASSESSMENTS**

- Teachers are responsible for completing Risk Assessments (within individual behaviour plans)
- Risk Assessments must be completed or updated following any new behaviour or changes to behaviour and reviewed at least annually.
- Risk assessments should focus on the significant risks involved when working with any pupil who exhibits behaviour that challenges.
- All Physical interventions are to be dynamically risk assessed and only used in the best interest of the learners when all other proactive strategies have been exhausted.
- Each Physical Intervention is also risk assessed using the Risk Assessment Matrix form.

## **INDIVIDUAL BEHAVIOUR PLANS (IBPs)**

- Any pupil requiring specific behaviour support requires an Individual Behaviour Plan. The aim of any Individual Behaviour Plan is to provide proactive behaviour support including individual rewards, as well as stating responses (active and reactive) to behaviours causing concern and highlighting the possible use of physical interventions.
- Following detailed observations of pupil behaviour as well as functional analysis, teachers and class staff write the IBP, detailing clear observable behaviours which might indicate a pupil is at any given state of their Zone of Regulation. (Blue, Green, Yellow, and Red).
- The IBP provides strategies for each of the stages of regulation to ensure consistency and a clear plan for staff to follow in order to support the child.
- IBPs must be shared with all staff working with the pupil including supply staff.
- The Mental Capacity Act should be considered when writing IBPs (although this act only applies to pupils who are 16 and over it is good practise for all pupils). All pupils should

be involving in writing their IBP/ behaviour support systems and rewards wherever possible, even if only to a small extent. If pupils are unable to do this, staff must do what they believe is in their 'best interests' (this should be noted on their IBPs) either:

*IBP was informed by pupil's views.* or

*IBP was written by staff considering pupil's best interest.*

### **Team Teach Trainer SUPPORT**

- We currently have 5 Team Teach Trainers who are: Chris Dodds– Deputy Headteacher, Neil Amos - Assistant Head (Pastoral), Heloise Diouf Harley (Early Help Assistant), Helen Charlton (Pastoral Assistant) and Rachel Norris (Pastoral Assistant). The Trainers provide in-house training as required including Proactive Working Practices and the use of Physical Interventions. Training in Person Specific Physical Interventions will be delivered following an audit of need. Guidance and advice to staff is provided by Trainers on a regular basis.

### **School Behaviour Support**

- The Leadership Team (Head, Deputy and Assistant Heads) have identified link classes across the school to monitor ABCs (within a week of receiving them) and to review IBPs, Risk Assessments and analyse documentation. The Leadership Team meet with their link classes when required to offer support and review behaviour.
- Pastoral Assistants Provide both proactive and reactive behaviour support to classes, they are first responders to behaviour incidents and are involved in incident analysis. They provide 1:1 and small group interventions to pupils following a referral. Areas covered include supporting friendships, bullying and online safety.
- The Leadership Team and Behaviour Pastoral Assistants meet on a regular basis (usually weekly) to discuss and monitor behaviour support across the school, including using the IRIS software. There is a 'Basecamp' group for the Behaviour Support Team to share information and updates in regard to behaviour support at school. Each Class also has a Basecamp group with their behaviour link to ensure communication is promoted and any minutes are accessible.

### **PROMOTING WHOLE CLASS/SCHOOL POSITIVE BEHAVIOUR**

It is the class teacher's responsibility to initiate and develop a positive learning environment. It is important that in the classroom a positive, supportive, and secure environment is created.

Positive language and direction should be used **at all times** when communication with pupils. Staff need to tell pupils what to do, avoid telling them what not to do.

*e.g., 'walk' rather than 'stop running' (pupils will often hear the last word you said)*

There may be times where 'no' or 'stop' work to keep pupils safe, these should be detailed in the IBP or only used in emergency situations.

Communication with pupils should follow the Communication Policy.

It is important for Class teachers and staff to find out what motivates their pupils, this can influence and encourage positive behaviour. It is the teacher's responsibility to find out what motivates and engages their class in learning.

Pupils' self-confidence should be developed in order for pupils to have feelings of accomplishment and keep them engaged in school. It is important that pupils are given a feeling of control and confidence about succeeding. Teachers should ensure that pupils are motivated by intrinsic factors (e.g., wanting to try new things because they want to learn or reading for pleasure) as well as extrinsic factors (working hard to get a reward). Staff should strive to reduce a reliance on extrinsic motivators and instead seek to increase intrinsic motivation.

- setting tasks that are challenging but achievable, to allow experience of success in academic tasks.
- highlighting the intrinsic value of the task rather than focusing on external rewards.
- allowing pupils some degree of autonomy in setting their goals or selecting the materials to use.
- encouraging a 'growth mind-set' (citing Dweck, 2007) that all pupils make mistakes and that mistakes can be learning opportunities rather than failures.

Pupils are taught about positive relationships through the PSHE and RSE curriculum, working and playing together are promoted and encouraged throughout the curriculum and at playtimes.

Class reward systems and rewards such as 'Star of the week' should not be used. Ashgate are mindful that for pupils with attachment challenges 'Star of the week' can make them feel not good enough or not worthy, which can lead to regression to a time less secure.

Pupils should not have rewards or activities removed for misbehaviour. Sanctions should also be avoided. If a pupil's anxiety/arousal levels mean that it may be too dangerous for them to take part in an activity then a risk assessment must be done (this may be dynamic if it's on the day, or a full risk assessment if behaviour during a certain activity has made it dangerous). Risk assessments should aim to minimise the risk through implementing control measures.

Each class to have a '*Proud Cloud*' (class team can decide how to make this appropriate to their class's needs and age). The aim of the Proud Cloud is to

- Celebrate 'wow' moments (*given by staff or pupils to each other*)
- Give immediate recognition to the pupils and shared with parents/carers (*send home end of the day/week*)
- Not linked to behaviour- The rationale *could be discussed in class at start of term (staff/pupils as appropriate)- It should display what you are 'looking for'* e.g.
  - Curriculum areas
  - Citizenship
  - Resilience
  - Problem solving
  - Kindness
  - Communication
  - RRSA

### **'10 stars/tokens'**

Many pupils at Ashgate find understanding or coping with the passage of time and transitions from one activity to another difficult. '10 stars/token' countdown is a consistent approach used across school to support pupils with this. This system may be used individually with pupils or with a whole class. The system should be portable and be

available to use with pupils wherever they are in school or offsite. Every time an activity/routine begins the 10 token system is restarted. A new activity starts with the 'counter' on 1, on 10, the current activity ends, and the next activity begins. The time it takes to move from 1 to 10 is flexible, staff controlling the system can use their professional judgement to adjust this depending on the activity and the needs of pupils. For example, 1-10 may take 30 mins or 5 mins. If a pupil needs to use the 10 token system this should be included in their IBP under the proactive strategies for Communication and interaction needs.

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## **ADDITIONAL SUPPORT AVAILABLE FOR PUPILS AT ASHGATE CROFT**

Pastoral Support- Assistant Head for Pastoral Support and 2 pastoral assistants Helen Charlton and Rachel Norris.

Positive Play (2 fully trained positive play workers, line managed by Assistant Head for Pastoral Support) Susan Scott and Elaine Goodban.

Occupation Therapy support for Sensory Integration (Children's Choice Therapies) Kiki Matemba-Belli.

Family Support Worker- Dawn Leader.

Early Help Assistant – Heloise Diouf Harley.

The Green Room (Attachment Awareness- Assistant Head for Pastoral Support) Neil Amos.

## **STATEMENT ON THE USE OF PHYSICAL TOUCH**

Physical touch is an essential part of human relationships. As such, no touch policies are questionable, and could actually be classed as 'acts of omission'. We use touch to prompt, to give reassurance or to provide support, but this must be used sensitively and appropriately, in line with our safeguarding protocols and the unique needs, characteristics and preferences of the individual. Some pupils/young people may find physical touch unwelcome, and this right must be respected. Such sensitivity may arise from the pupil/young person's cultural background, individual needs, personal history, age etc. Please see the 'Protocol for Touch' document found in the 'policies' folder.

## **WHAT IS 'PHYSICAL INTERVENTION'?**

There is a difference between Physical Intervention and Restrictive Physical Intervention. In this school these are defined as follows:

**NON-RESTRICTIVE PHYSICAL INTERVENTIONS:** *Where physical touch is used to support the young person and they have the choice to move away from the touch or where a cause of distress can be removed without the need to touch the young person.*

**RESTRICTIVE PHYSICAL INTERVENTIONS:** *Where the adult takes control of the young person and their actions to prevent, impede or restrict movement or mobility.*

## **SECLUSION**

### **Legal Considerations**

The 2010 Guidance, referring to the 2002 Guidance principles states:

***The use of seclusion (where a person is forced to spend time on their own against their will) is a form of physical intervention and should only be considered in exceptional circumstances. The right to liberty is protected by criminal and civil law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the pupil.***

The use of seclusion must be seen as restrictive physical intervention. It would only be considered with pupils displaying extreme challenging behaviour and we expect the pupils to be monitored at all times though understand that there could be rare times that this is not possible.

The inappropriate use of seclusion may be unlawful, as will any unreasonable use of force where there is no legal justification. Therefore, seclusion should only be used when:

- It is in the best interests of the person being secluded – and never for ease of management.
- It is in the least restrictive response and its use is proportional to the level of risk presented.
- It is used for the minimum period of time to restore safety.
- Other strategies such as de-escalation have been used or are considered to be inappropriate in the circumstances.

**Seclusion must not be used with any intent to punish or teach the person any new behaviours.**

If a person takes themselves into a room this is not seclusion. However, there is an expectation that they are monitored at all times to ensure that they are safe.

If in extreme cases, in order to keep people safe, it may be necessary to have a pupil alone in a room you must ensure that they are monitored at all times.

Please consider both these points when considering window coverings on doors.

### **STRATEGIES TO MINIMISE THE NEED TO USE FORCE**

It is the aim of Ashgate Croft School to avoid the use of force to physically restrain pupils in all but the most extreme circumstances. In order to do this the school will implement positive behaviour support strategies to ensure the use of force is minimised. Use of physical intervention should ***always*** be the least restrictive and its use continuously monitored and reviewed. The leadership team carry out an annual Restrictive Intervention Reduction audit and work within the Restraint Reduction Network (RRN) standards.

### **WHEN MAY A RESTRICTIVE PHYSICAL INTERVENTION BE USED**

Restrictive physical intervention using reasonable force may be necessary in order to:

- Prevent a pupil injuring themselves or others (e.g. rough play, stopping a young person from running towards traffic).

- Prevent a young person causing serious damage to property.
- Prevent a pupil/young person committing an offence.
- Prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline (This may be the case particularly in certain classes where the impact upon the other pupils could result in additional behaviour that challenges).

The use of a restrictive physical intervention will be the outcome of professional judgements made according to this policy. It will be avoided when possible and not be used for the convenience of staff (should be least restrictive and using no more force than is needed).

The Team Teach Code of Practice and Protocols state that carefully promoting a balance of Reducing Risk, Restraint and Restriction should always consider the following.

- Best interest of the learners.
- Minimum force for the shortest time.
- Prevent injury, pain and distress.
- Maintain dignity.
- Reasonable and proportionate.
- Action should be necessary.
- Plans to reduce the use of restraint and restriction.

**Restrictive physical intervention will *only* be considered if other behaviour support options have proved ineffective or are judged to be inappropriate (or in an emergency situation).** Before deciding to intervene in this way, staff will carry out a dynamic risk assessment, assessing the risk of intervening against the risk of not intervening. Any actions will be carried out in the best interest of the pupil.

**NB. STAFF DECIDING THAT NOT INTERVENING PHYSICALLY IS THE SAFEST COURSE OF ACTION FOR THEM SHOULD BE AWARE THAT SIMPLY DOING NOTHING IS NOT AN OPTION. THE EXPECTATION IS THAT AS A MINIMUM STAFF SHOULD RAISE THE ALARM AND SUMMON APPROPRIATE ASSISTANCE (Duty of Care as per health and safety legislation).**

Where possible, Physical Interventions should be planned for as part of an Individual Behaviour Plan (IBP). There may be times however when an unplanned physical intervention has to be used. Following such an incident, a risk assessment must be carried out by the class teacher with support from a Team Teach Trainer.

In circumstances where reasonable force is necessary and there is no alternative, the following basic points should be considered when undertaking a physical intervention:

- Stabilise or redirect as quickly and as safely as possible.
- Hold clothes instead of skin.
- Do not hold on a joint, you may support a joint where appropriate.
- Avoid pressure on vulnerable areas such as neck, diaphragm, and stomach.
- Avoid pressure on areas which will restrict blood flow.
- Avoiding contact with genitals, breasts and other sensitive areas.
- Be sensitive to the child or young person so that control can be returned to them as soon as possible.

Staff who have received specific training on physical restraint must always act in accordance with that training.

Restrictive Physical Intervention Incident Reports

Following any incident which has involved a Restrictive Physical Intervention, the incident should be recorded on ABC tracking sheet on IRIS.

In addition to the above report, staff must inform parents if a restrictive intervention has been used (Use of Calm/Chill room when not the child's choice, Half Shield, One Person Hold, Two Person Holds or a bite release). This should be done in the following way:

1. Staff inform the School Health Officer as soon as possible after the incident (for two person holds or bite release)
2. Staff to phone parents to inform them of the incident and also explain the monitoring procedures.
3. Staff record the incident on IRIS including staff actions both physical and non-physical.

### **WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTIONS**

Only "authorised staff" may use restrictive physical interventions. This means any paid worker, or person who has been given lawful control or charge of children and young people either on or off-site. It may include volunteers working at the school on a regular, or irregular, basis if they have received Team Teach Level 2 training delivered by a Trainer.

The Deputy Headteacher will ensure that authorised members of staff receive information and training and that an up-to-date record is kept. A risk assessment may preclude staff from being authorised to carry out Restrictive Physical Interventions owing to medical or other issues.

### **PERSONAL PROTECTIVE EQUIPMENT (PPE)**

PPE is available to staff to protect them from injuries. This may be:

- Protective gloves (protection from bites/scratches)
- Arm protectors (protection from bites/scratches)
- Body protectors (protection from bites/scratches/other physical assaults)
- Three-way mats (see below)

*Three Way Mat can be used:*

- *As a guide to direct, to give clarity of space or to reduce environmental stimuli.*
- *To preserve a pupil's dignity especially during times of anxiety and if a student has removed their clothing.*
- *As a protection for staff and other pupils, for example if a pupil is attempting to kick or hit.*

*Not to be used to restrain pupils or to physically move them.*

ABCs will include details of when and how PPE or a three-way mat is used and the impact it had on behaviour.

## **RESPONSIBILITIES OF PARENTS/CARERS**

The school recognises that Parents/Carers play a vital role in the promotion of pupils' appropriate interaction in school and the importance of positive home-school liaison encouraging opportunities to discuss pupils' individual needs. Parents/Carers are encouraged to recognise and celebrate their children's achievements. The school expects Parents/Carers to inform the school of:

- Any behaviours that challenge that occur at home.
- Any health issues or medication that may affect a pupil's behaviour.
- Any trauma that may affect a pupil's performance or behaviour.
- Any external advice or support for behavioural difficulties that has been sought.
- Class teachers inform Parents/Carers of any concerns they may have about any behaviours that challenge with a view to working with them to promote positive change.
- Additional information which will help us to support the behaviour such as family holidays or changes in circumstances
- The school informs and gains consent from Parents/Carers when it requests advice from outside agencies e.g. educational psychologist, social care, Occupational Therapy, LD CAMHS etc.

## **SUSPENSIONS & EXCLUSION**

As a general rule the aim is always to keep pupils in school, however fixed term suspensions may need to be considered for instances of serious behaviour which may include:

- Intentional physical assault against a pupil or member of staff.
- Persistent and deliberate verbal abuse and intimidation including electronic messaging.
- Persistent disruptive behaviour.
- Persistent refusal to follow staff instructions.
- Deliberate damage / vandalism to property.
- Bringing drugs including alcohol into school.
- Bringing items into school intended to be used as weapons.
- Racist incidents.

Only the Headteacher, or in their absence the Deputy Headteacher, may suspend or give warnings of potential suspensions of pupils from school. The Learner's Trust Exclusion Policy will always be followed. Each case for suspension will be considered in relation to an individual pupil's special educational needs and particular circumstances. Teachers can sanction pupils if it is in the best interest of others or to reduce the need for any physical intervention. All staff should address inappropriate behaviours from pupils unless stated differently in their IBP.

Following a suspension there will need to be a plan for reintegration of the pupil back into school. This will look differently depending on the needs of the pupil and will be planned with staff who know the pupil (support from other agencies and parents/carers may also be used). A reintegration meeting with the Head teacher (or other leadership member) will only take place if appropriate.

For some pupils an internal suspension/time out for a fixed term may be considered as an alternative to a fixed term suspension.

See [Exclusion Policy](#) for more information.

## **CHILD ON CHILD ABUSE** (See Safeguarding Child Protection Policy)

The school recognises that children may abuse their peers physically, sexually, and emotionally. There is a zero-tolerance approach to child-on-child abuse; abuse is abuse and this will not be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The school will take child-on-child abuse as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We will respond to all reports and concerns, including those that have happened outside of the school and / or online.

In addition, we also recognise that children who abuse others and any other child affected by child-on-child abuse are also likely to have considerable welfare and safeguarding issues themselves.

The school's Designated Safeguarding Lead or deputies will lead on the school's response and each incident considered on a case-by-case basis.

## **SEARCHING, SCREENING AND CONFISCATION:**

Ashgate Croft School Staff will follow the Department for Education's Searching, Screening and Confiscation Advice for Schools July 2022 when carrying out any searches, screening or confiscation with pupils.

### *Banned Items at Ashgate Croft School and for which a search can be made:*

Illegal Drugs/alcohol.

Stolen items.

Tobacco products, including lighters.

Fireworks.

Pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Knives and weapons and items bought into school with the intention of being used as a weapon.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

## **MOBILE PHONES AND OTHER ELECTRONIC DEVICES**

Electronic devices must be locked away during the school day.

### Links to UN Convention on the Rights of the Child

Article 3: The best interests of the child

Article 19: Protection from all forms of violence

Article 23: Children with disability

Article 28: Right to education

## 10 Key Principles of Behaviour Support at Ashgate Croft School:

1. Promoting good behaviour around the school is the responsibility of all staff.
2. Be positive – emphasise the promotion of good behaviour, rather than dwelling on poor behaviour.
3. Catch the pupil being good – tell them you have noticed.
4. Treat all pupils with mutual respect – show them that you are willing to listen and understand, and that you value what they say.
5. Be clear and consistent – make sure that pupils understand your expectations.
6. Avoid ‘head on’ conflicts – help pupils find a way out of difficult situations and give them a choice if necessary.
7. Be aware of the implications of specific disabilities or trauma on behaviour e.g., Autism, ADHD, attachment.
8. Be aware of each child’s developmental level and individual needs – what is reasonable for this child?
9. Wherever possible, do not shout at pupils.
10. Do not talk about pupils in front of them or other pupils.

**AND REMEMBER** each *day is a fresh day with yesterday’s misdemeanours left behind.*